

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME		DATE RECEIVED																					
A. PUBLICATION DATA																											
1. ERIC NUMBER ED001779		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. N.A.		DO NOT WRITE IN SPACE BELOW																					
4. AUTHOR(S): Schreiber, Daniel				MICROFILM COPY AVAILABLE YES ☒ NO ☐																							
5. TITLE OF DOCUMENT ABSTRACTED: A School's Work with Urban Disadvantaged Pupils				COPYRIGHT GRANTED YES ☒ NO ☐																							
6. PUBLICATION TITLE: College Admissions 7: The Search for Talent				COPYRIGHT RELEASE FILED YES ☒ NO ☐																							
7. EDITOR(S): N.A.		8. PLACE OF ORIGIN College Entrance Examination Board		TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐																							
9. PUBLISHER OR SOURCE College Entrance Examination Board, 475 Riverside Drive New York 27, New York		ST. 475 Riverside Drive CITY, STATE New York 27, New York		OTHER ERIC REFERENCES:																							
10. VOL. N.A.	11. PAGES N.A.	12. MO./YR. 1960	13. TOTAL PP. 11	TELE. INST/LOC CODE	EXT.	ERIC SATELLITE CODE																					
B. INDEXING DATA																											
14. SUBJECT AREA				15. TYPE OF ENDEAVOR Report																							
16. INDEXING TERMS (6-12)				<table border="1"> <tr> <td>academically superior</td> <td>students</td> <td>cultural enrichment</td> <td>community relations</td> </tr> <tr> <td>urban disadvantage</td> <td>guidance</td> <td>delinquency</td> <td>cultural disadvantage</td> </tr> <tr> <td>talent search</td> <td>teacher support</td> <td>teacher training</td> <td>secondary education</td> </tr> <tr> <td></td> <td></td> <td>pilot projects</td> <td>junior high</td> </tr> <tr> <td></td> <td></td> <td></td> <td>New York City</td> </tr> </table>				academically superior	students	cultural enrichment	community relations	urban disadvantage	guidance	delinquency	cultural disadvantage	talent search	teacher support	teacher training	secondary education			pilot projects	junior high				New York City
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17. ABSTRACT (MAX. 250 WORDS)																											
The "Demonstration Guidance Project" (Project 43) was planned in order to discover, identify, and stimulate academically able students from less privileged groups. The talent search began in 1956 and was planned to run for a six-year period. Student participants were from New York City's Manhattanville Junior High School; 43 later attended George Washington High School. Approximately 50% (upper half) of the student body took part. Students were acquainted with college life through visits to nearby colleges. A program to improve speech patterns of students was initiated. Many meetings between parents and teachers took place. General cultural enrichment experiences were planned. Estimated cost of the project for each student was \$50 per year above the amount normally allocated by the Board of Education. Results are reported to be very successful. A study of the growth in reading made by students in different grades showed a growth in reading ability. Most parents indicated that they hoped their children would attend college. Counseling services were of help to career decision-making.																											
ERIC No.																											
18. SOURCE OF ABSTRACT																											
C. FUNDING DATA																											
19. SUPPORTING ORGANIZATION				20. DIVISION OR DEPT.		21. CONTRACT NO.																					
				22. TOTAL COST OF PROJECT		PROJECT NO.																					
				23. DURATION OR PROJECT		U.S. Department of Health, Education, and Welfare Office of Education																					

0132

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*A school's work with
urban disadvantaged
pupils*

by DANIEL SCHREIBER



Reprinted from *College Admissions 7: The
search for talent*

the proceedings of the seventh
annual Colloquium

on College Admissions of the
College Entrance Examination Board

475 Riverside Drive, New York 27, N.Y.

Published by the College Board, 1960

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A school's work with urban disadvantaged pupils

by DANIEL SCHREIBER

A talent search to discover, identify, and stimulate academically able students from less privileged groups has been in progress in New York City's Manhattanville Junior High School 43, and at George Washington High School since September 1956. The program was initiated by the Board of Education because it firmly believed that unless a program was developed to overcome the stifling of educational motivation in children from families involved in economic struggles and without an educational tradition, the ratio of children from such homes attending college in proportion to their school enrollment would remain appallingly low. Many of these children tend to leave school at the earliest possible moment in order to earn money to contribute to their families. In failing to achieve at their educational potential, they are not only depressed vocationally and academically for the rest of their lives, but are lost to the skilled technical and professional manpower pools that our nation needs so urgently in this technological age.

This "Demonstration Guidance Project," sometimes referred to as "Project 43," was planned for a six-year period so that all the students who were in the junior high school in September 1956 could be followed through graduation from senior high school. It is now half completed and most of the identified students are in senior high school, the majority at George Washington. This discussion will deal with our successes and failures during the three-year period.

It is most appropriate at this time to express my gratitude to two organizations that made the Project possible, the National Scholarship Service and Fund for Negro Students (NSSFNS) and the College Entrance Examination Board. Although the Board of Education had approved the Project, it was too late in the budget year to appropriate additional funds. These funds were supplied by these two outstanding organizations. I would also like to express my sincere appreciation for the advice and help given me by Richard L. Plaut of NSSFNS and S. A. Kendrick, vice president of the College Board.

Manhattanville Junior High School, which has a student population of approximately 1,500, is located at 129 Street and Amsterdam Avenue, New York City. It is down the hill from two great institutions of higher learning—Columbia University and City College of New York—so that from Manhattanville, one must go up. The ethnic and racial ratios in the junior high school are approximately 40 per cent Puerto Rican, 45 per cent Negro, and 15 per cent white and others.

In addition to their other deprivations, many children come from broken homes, no father and working mothers, where the teacher becomes the parent substitute. Others come from motherless homes in which children live with father, grandmother, or aunts. The impact on these children is much greater than on the child in the fatherless home mainly because of the role given to mothers in relation to child-rearing in our culture.

Special problems arise in the cases of those newly arrived from Puerto Rico and the South since all of them must orient themselves to a new, high-pressure urban society with different cultural values. In addition, the Spanish-speaking students must learn English and in most cases their educational background is inadequate. It becomes necessary, therefore, to provide remedial services and a culture set-up which they can adopt and which will raise their cultural sights so

that they can take their rightful places in our present technological age.

A study of the junior high school graduating class of 1953 indicated that approximately 8 per cent of this group applied for admission to post-high school institutions in 1956 and less than 4 per cent to full-time liberal arts colleges. The school, therefore, felt that certain problems would have to be overcome if the goals of the Project were to be attained. Some of these problems were:

1. Identifying the college-able students who heretofore were not identified.
2. Stimulating the college-able students who were *not* thinking of college.
3. Creating the aspiration of a college education in the minds of the students.
4. Educating the community and the parents to accept the worthwhileness of a college education.
5. Planning a teacher-training program and getting the wholehearted cooperation of the faculty.
6. Guiding the pupils and their parents through an extensive and intensive group and individual guidance program.
7. Providing remedial work in order to bring the pupils up to and beyond grade level.
8. Raising the cultural level of the pupils and the community.

SELECTION AND GUIDANCE

In order to identify the able pupils, the cumulative record card of every child was studied. In addition, the entire school body of 1,500 students was given the Stanford Achievement Test: Reading; the Stanford Achievement Test: Arithmetic; a projective test called the Draw-A-Person Quality Scale, and an intelligence test published by Science Research Associates, the SRA Non-Verbal Form. I would like to note here that in the past the median school IQ based on group verbal tests was slightly above 80; the median IQ for the school based on the SRA non-verbal test was 100. I don't know whether this test measured the type of intelligence necessary

to do academic work in college but I do know that the score gave our teachers a tremendous lift. It is one thing to teach a class that has an IQ of 82. It is quite another thing to teach a class with a normal IQ. Our teachers were encouraged, expected more from their pupils, and in turn gave more of themselves. Everyone, teachers and pupils, responded positively to this new median IQ.

The test results, together with their sixth and eighth-year scores on standardized tests of intelligence, reading, and arithmetic were used to identify the children. Another criterion used was the rating given to each child by his major subject-matter teacher. Each teacher rated his students on a 1 to 4 scale evaluating him in terms of college potential. In order to make certain that no one teacher influenced his colleagues, separate class lists were given to each teacher. In all there were 10 points on the criteria list.

In general, those students who scored a "4" or more in the criteria were selected for the experimental group. The reason for using this cut-off score was that it permitted us to include approximately 50 per cent of the student body—the upper half of the school. In keeping with the aim of the Project, a basic principle of selection was to include any student who might possibly have academic potential.

The guidance activities for the experimental group were carried out by the three special counselors assigned to the Project with some assistance from the coordinator. Each counselor was assigned to one grade to conduct group guidance and individual counseling for the experimental students in that grade. It was our hope that the students would remain with the same counselor during the student's secondary career. Except for the counselor of the ninth grade, this did not materialize because the senior high school thought it best to use its own personnel rather than take junior high school personnel. In order to gain information about each student's goals, his impression of his parents' goals for him, the educational and vocational

background of the family, and the family's economic status, all students answered a series of questionnaires.

Although the regular course of study was followed, greater stress was placed on careers and career planning. In order to show our students that all avenues were open to them, counselors and students prepared an achievement chart with photographs of successful individuals of various ethnic backgrounds whose abilities had enabled them to gain recognition in their chosen field. The captioned photographs of these new heroes and heroines were a potent stimulant to our students.

As part of the study on careers, students visited research centers, professional schools, and hospitals. Among the places visited were the Brookhaven Atomic Energy Laboratories, Sloan-Kettering Cancer Research Center, and New York University's Bellevue Research Center. Our students learned at first hand the educational requirements for the different professions and many of them became aware, for the first time, that college graduates, not necessarily licensed doctors or dentists, were research workers.

Four teachers, two to each subject, were assigned to cope with the problem of remedial reading and arithmetic. In general, 100 students received individual help in each subject each year. In addition to working with small groups of students, these remedial teachers gave demonstration lessons and trained other teachers in the use of improved techniques of teaching.

It was our hope that the cultural level of our children could be raised by following a program that would enable them to enjoy good music, stimulate wide reading, love good theater, and recognize and know fine art. A threefold learning attack was made in each activity. For example, if a group was going to the Metropolitan Opera House they would view a filmstrip about the opera and listen to an operagraph recording first. Next, they would hear and see the opera and finally they would come back to school to hear it

again and discuss it. It is hard to resist or forget an experience with this approach.

In preparation for the first concert, or first opera, or first Broadway show, much spade work had to be done. Some students were reluctant to attend, and a real coaxing job had to be done on those students who felt that the recordings had served them with as much music as they felt they wanted. Parents were reluctant to permit children to travel out of the community. They objected to their losing gainful employment, or at the very least, losing their assistance at home during these periods. Personal interviews, and telephone conferences with parents and employers were held, in order to gain their approval and consent. Some of the places visited were Carnegie Hall to hear the New York Philharmonic; the Metropolitan Opera House, where they heard *Don Carlo*, *La Tosca*, and other operas; and Broadway theaters, where they saw such shows as *Sunrise at Campobello*, *Time Remembered*, and *Ages of Man*. Whenever possible, arrangements were made for the students to go backstage to meet the principal actors. They were especially fortunate to meet with Sir John Gielgud and Helen Hayes.

Although the Project was designed to help the potentially college-able—the upper half of the school—it was recognized early that if the lower half of the school was not included in some of the activities, the school would be split into “haves” and “have nots” with resulting damage to the morale and tone of the school. Hence, all children were included in our program for educational and cultural enrichment. Although the Project students participated in a majority of the trips, the others did benefit from what I refer to as the “spillover effect.”

Since our goal was admission to college, we thought it wise to acquaint our students with college life through visits to nearby colleges. In some instances we visited actual classrooms and laboratories and met with students and instructors, while in others, we toured the campuses, had lunch, and saw a

college football game. Our students have been to City College of New York, Columbia University, New York University, Manhattan College, Pace College, Wagner College, Hofstra College, and the universities of Rutgers, Princeton, and Yale.

Earlier in this paper I mentioned my gratitude to NSSFNS and to the College Board. Although New York City spends hundreds of millions of dollars on education annually, no school is given any cash. NSSFNS and the College Board came to our rescue. The school was allotted \$2,000 a year in cash for its scholarship fund by these organizations and because of this no pupil was deprived of participating in any activity due to his inability to pay for the activity. This made it easier for us to have all students participate fully in the enriched program. For example, the trip to Yale University including bus transportation and admission to the football game cost those students who could pay \$1. Those who could not afford to pay this amount paid less, or, in case of dire need, paid nothing. Originally, the money was to be used to help able students who had to seek after-school employment and whose academic work suffered thereby. At the junior high school level, we did not find too many students who needed this kind of help, so instead we used the money to enrich the lives of our students. On behalf of the 1,500 students in our school, I, again, would like to thank these organizations for making this possible.

Admission to college is one of our goals and many of our students with poor speech patterns will have to appear before college admissions officers for interviews. Therefore, a program to improve their speech pattern was initiated. An in-service teacher-training course, carrying salary increment credit, was given at the school by a speech expert, and 28 teachers took the course.

Special daytime meetings were held in order to acquaint the parents with the overall goals of the Project. They were told of our hopes and our desires, and their cooperation,

understanding, and help was invited. Evening meetings were held for those parents who could not attend day meetings, and in those cases where a parent could not attend either meeting, the social case worker or guidance counselor visited the home in order to acquaint the parent with the goals of the Project. The response was most encouraging.

In addition to our work with the parents, conferences and discussion meetings were held with large and small groups of teachers in order to inform them of the various activities and to enlist their help, cooperation, understanding, and advice. Official class teachers were relieved of class assignments in order to be present at, and meet, and socialize with parents, at the daytime parents' meetings. Special meetings with teachers were always held prior to each parents' meeting. In addition, a teacher-training program, "Ten Thursdays in Reading" was started. Major subject-matter teachers reported to a special reading class once a month. When the remedial reading teacher demonstrated the teaching of a specific skill, the teachers who attended acted as pupils so that to some extent a real classroom situation existed. The teachers then devoted 10 minutes of each class period for a two-week period to teaching this specific skill. Also the teacher of language arts devoted at least one-half of the reading period to the same skill. This frontal attack on reading was beneficial to pupils and teachers alike since it gave the teachers of other content areas the practical "know-how" of teaching reading skills.

Prior to the setting-up of classes for September 1957, all major subject-matter teachers attended luncheon conferences with administrators and guidance personnel to discuss the appropriate class place of students for the coming year. These teachers were assisted by the coordinator of cultural activities in the preparation and follow-up of all planned activities through prepared lesson plans and class demonstrations.

Teachers accompanied the students to all planned activities even though most of them

were on Saturdays, Sundays, or involved a lengthened school day. This they did voluntarily. When it was thought that the demands were too many, teachers who undertook activities occurring on Saturdays or Sundays were remunerated to the extent of \$5 an activity. Some refused payment; others offered to return it to the scholarship fund.

Before I tell you of the successes and failures resulting from all these plans and activities, let me read to you from a letter that I received this September from a girl who graduated from our school the previous June. "Dear Mr. Schreiber:

Last month I won a four-year college scholarship to any college I wish to go to. I won it by making a speech, 'Freedom Moves Forward Through Education.' I represented New York and competed against girls from other states. Wish you were there."

I, too, wish I was there. Gentlemen, I offer you this in due modesty. I doubt very much that this could have happened in our school community four years ago.

SUCCESSSES AND FAILURES

I want to discuss our successes first because they so far outweigh our failures and because I take pride in the accomplishments of our students and their parents in raising their educational and vocational sights. A study of the growth in reading made by the students in the different grades showed a rate of growth in reading ability of 1.5 year-per-year. This compares most favorably with their previous growth of 0.8 year-per-year. In previous years, students who entered our school 1.5 years retarded left us on graduation 2.0 years retarded. The experimental group that graduated this past June had the following record in reading based on 147 students who were present for all three tests. From a retardation of 1.4 years in the seventh grade they went to 0.3 years *above* their grade level in the ninth grade. In the seventh grade, only 1 student out of 5 was on or above that grade level. In the ninth

grade, it was better than 1 student out of 2 on or above that grade level—a better than normal distribution of ability. The median student had a growth of 4.3 years in 2.6 years. It is interesting to note that although the median boy was further retarded than the median girl, his gains were greater and his final score was higher. Although the median growth was great, not all students achieved this growth. In fact 13 students, 3 boys and 10 girls, did not make year-per-year reading gains. Also approximately 20 per cent of the group were 1.5 years or more retarded at graduation time.

Our study showed that once a student is taught how to read, is encouraged to read, learns to enjoy reading, and is motivated by a desire to better himself, he will do supplementary reading on his own. This additional reading increases his understanding and improves his scholastic work.

Although the gains in arithmetic ability were better than gains made in previous years, the median gain was less than year-for-year. The median student who was assigned to remedial arithmetic exceeded this gain but the total group did not. One reason given for this is that arithmetic is a school subject and, unlike reading, students are seldom motivated to do arithmetic on their own at home.

Last year, we tried an experiment of having half-classes in mathematics, dividing the students according to ability. The results were varied. In some cases, able students made greater gains, while in other cases, they made the expected gain. Whether this was due to the teacher, the method of presentation, or the motivation, it is difficult to say. Both teachers are classified as good teachers. We continued this experiment and there was an improvement as measured by the Seattle Half-Year Algebra Test. In 1958, the median student had a score in the twenty-fifth percentile below normal, while in 1959, the score was in the thirty-fifth percentile, which is classified as normal for this test, although in the low range.

While there has also been a slight improvement in the speech patterns of our students, many still employ the vulgarisms common to the community. It is our belief that speech work should begin at an earlier level and continue throughout the student's school career if he is to speak with an acceptable and approved speech pattern.

Our experience with a guidance and counseling program revealed a number of interesting points. As a consequence, we believe that careers and career planning should start in the seventh year. The trips to colleges whetted the appetites of our children for more of this and their questions showed their great interest in learning about careers.

The parents cooperated with the guidance counselors and each year approximately 600 interviews were held with parents. Many were multiple interviews. Our study of the "Hard-to-Reach Parent"¹ showed that they really weren't hard to reach. Either they had to work or had to take care of their home and thus could not come to school. Most of them were cooperative when visited at home by the social worker or guidance counselor. In general, it was not difficult for the counselor to raise the educational and vocational sights of parents where their sights were lower than their children's. In one broad area, however, this was almost impossible. This concerned parents of able girls from Puerto Rican background who felt that a secretarial course was good enough for their daughter. "If it were my son, I would be glad to have him think of college, but not my daughter."

The psychologist assigned to the school for one day, and the social worker assigned for a half-day found that this was inadequate to service all the students who needed help. For example, during the year 1957-58, the psychologist handled only 21 cases. The problems ranged from deep-seated personality disturbances to major or minor environmental factors causing conflict and tensions for the student.

The establishment of a before and after-

school study hall met with less success. This was an attempt to extend remedial services and also to provide facilities for doing homework for those without adequate accommodations at home. After-school classes on a voluntary basis were set up and were staffed by regular teachers but the number of students who took advantage of this was small in comparison to the total group. The attendance, however, always went up before specific tests.

This year we are experimenting with a before-school study hall restricted to students who show an ability in mathematics. The children report to school at approximately 8 a.m. and receive mathematics instruction and enrichment until the beginning of the first period. So far this year, the average attendance has been 35 per session.

In the case of either the before-school or the after-school study hall, the teacher's hours of service are the same as his colleagues. If he reports earlier, he leaves earlier; and if he leaves later, he comes in later. Only the students have an extended school day.

We were more fortunate in our counseling efforts with parents. Attendance at daytime parents' meetings increased steadily throughout the three years. In the last year it averaged 34 per cent which compares most favorably with a city-wide average of 10 per cent. It is particularly noteworthy that the majority of parents will take time off from work to come to the school for an interview concerning their own child even when they do not come to meetings.

In response to a 1957 questionnaire sent to parents, 38 per cent of those who replied stated that they would like to see the counselor. In May 1958, one year later, the percentage was 84 per cent. Parents came to recognize the value of the counseling interview.

In terms of educational aspirations, the parents responding both years were overwhelmingly interested in higher education

¹ Bureau of Educational Research, New York City Board of Education, "A Special Study of 'Hard-to-Reach' Parents" (mimeo.). 1958.

for their children. Nearly 100 per cent of those responding said they would like their children to graduate from high school and more than 80 per cent stated they would like their children to go to college. In answer to questions on financial need, 50 per cent stated that they would definitely need financial help for college and another 30 per cent said, "Maybe." In other words, nearly four-fifths of our group may need financial aid for college.

CULTURAL ENRICHMENT

In order to provide educational and cultural enrichment it was obvious that if we were to interest our students, we had to offer them activities that were completely new. While lessons to prepare for activities heightened interest and slanted attention toward things to look for and discuss later, lectures per se either at the place visited, or at the school by invited guests, were less successful than we had hoped. But during our first year, we introduced one dance concert to which we invited only girls. The second year both boys and girls were invited. Last year, this activity became one of the most sought-after activities. Attendance at the Philharmonic concerts also increased. Not only were the students interested in the music but they enjoyed going to a local cafeteria for refreshments after the concerts. They looked forward to this because they saw other families doing the same thing.

After the first year, opera performances achieved more status when the opera conventions were no longer startling, new, or peculiar. The Gilbert and Sullivan operettas met with less favor than one would suppose. In a way, before one can laugh at something, one must know what that something is, and although the presentation lessons made that attempt, these lessons were less successful. This could not be said for Shakespeare, which shows how much Shakespeare always can appeal to all ages and all times.

The football games to out-of-town colleges

were wonderful dreams come true but it was the visits to the local colleges which created the greatest interest since these were more likely of attainment.

In order to make more books available to our students paperbound books were purchased on consignment from a large distributor and then were sold at wholesale prices to our pupils. Each year more books were bought at this "Book Fair" than the year before, and the books bought were of better quality—more classics than ever. Teachers reported that more good books were read for book reports.

Our biggest job seemed to be to make them "want" to do things which would provide educational and cultural enrichment since we found that when they did they sought for further experiences.

In an effort to obtain some information on student reaction to the Project, responses to a questionnaire and student compositions were studied. The basic questions were: (a) How has the Project helped you this year? and (b) What would you like the Project to do for you next year? The vast majority of students felt that the Project had helped them and mentioned many ways in which it had done so. Their suggestions were mainly in terms of expansion of current services and the introduction of some new features.

More than 80 per cent of the group checked that the Project had encouraged them in plans to graduate from high school, had helped them in learning about careers and in thinking about choice of career, and had helped them in getting along with people. Approximately three-fourths of the group felt that the Project had raised their ambitions, encouraged them to think about going to college, and taken them to places that they had never been to before.

You may recall my earlier statement that approximately 250 students, or 50 per cent, of each grade were identified as having college potential. Of the 250 ninth-grade students graduating in 1957 approximately 150 continued on at George Washington High

School as part of the Project. In March 1959 one year and a half later, only 102 were still in the academic course. There had been a number of shifts in courses, particularly from the academic to the general course, because of demonstrated inability to do college-preparatory work. Present indications are that about one-half of the remaining group will be able to maintain themselves. Two of the students in this group are now the number 1 and 3 man scholastically in the school. This honor had never been achieved by a Project 43 graduate.

On the basis of our experience with the first group, our criteria for selection for continuation in the senior high school project were refined. In June 1958, 132 students were so identified but only 111 wanted to continue academic work. In April 1959, of the 111 students, 85 still remained in the Project; the others were transferred to commercial or general courses. For both years the number remaining is a minimum number. This number does not represent those Project students who were admitted to special academic high schools.

In order to get a better frame of reference, I would like to bring to your attention the results of our 1954 graduates—a non-Project group. Of this group of 470 students, only 42 per cent graduated from senior high school, and only 4 per cent, 18 students, are in full-time attendance at a liberal arts college.

A comparison study made between the work of the 148 graduates of 1957 and the 105 graduates of 1953, after one year of study at George Washington, showed the following. Only 5 pupils in the 1953 group passed all their subjects and only 2 had an average of at least 80 per cent. For the Project group, 38 passed all their subjects and 18 had an average of at least 80 per cent. If one equates both groups to the same base, five times as many 1957 students passed as did their older brothers and sisters.

A comparison of scores achieved by 148 students on the Otis Mental Ability Tests

taken in 1955 and in 1959 showed a positive increase from 94 to 98. This gain is good because for groups such as the "43" group, a school IQ score—not intelligence—tends to become lower the longer cultural deprivation continues. Approximately 30 students or one-fifth of the group showed gains of 11 points or more while 14 students showed losses of 11 points or more. Also 50 students made gains of 6 points or more. This is better than one-third of the group. Boys, in general, showed better gains than girls.

DELINQUENCY AND THE PROJECT

One of the by-products of the Project has been its effect on delinquency and misbehavior. But from the beginning a studied and determined attempt, and I may say, a very successful one, was made to dissociate the Project from any anti-delinquency program. It was felt that this was a program to raise educational sights and that if any improvement in behavior resulted, it would be a concomitant one and not the primary goal. In the light of all the publicity that juvenile delinquents in New York City have been receiving, however, I decided to do some comparison studies in this field.

First, let me say that just as we have our outstanding good students at "43," so, too, do we have our delinquents. In fact, several of the teen-agers who were involved in the infamous Michael Farmer murder of two years ago came from "43," and the "umbrella man" of the horrible murders that took place this summer is one of our former students.

Let me give you the reaction of the principal of George Washington High School to the Project students.

"In the past, the students from '43' were our worst behaved. More teacher and administrative time was spent on them than on any other group. Since we had the Project group this has changed. Not a single student in the Project group has been reported to the Dean's office for discipline. All are

attentive in class, even in those cases where the subject matter seems to be too difficult for them. Today, they are our best behaved."

Now, for some objective and statistical comparisons. I thought it best to compare the five-year record of Children's Court appearances of the students from our junior high school with the record made by the students from six comparable junior high schools. The age of the group is roughly 12 to 16 years of age. The percentage increase for court appearances per 1,000 population for the years 1954 to 1959 for Junior High School 43 students was one-third that of the six comparable junior high schools, and one-half that of the entire city. Although there has been a slight increase of incidence of court appearance by the students from "43," it is much less than that experienced by the six comparable junior high schools and the city of New York as a whole.

In conclusion, rather than describing how much one is impressed by the students' and parents' recognition of the school's efforts and of their desire to improve, I'll quote a statement made by one of our students to a group of visitors after she had been asked how the Project helped her. In the seventh grade, she was one and one-half years below grade level in reading and one year below grade level in arithmetic. Today, she is above grade level in reading and up to grade level in arithmetic. I believe she expresses the feelings of her fellow classmates.

"I think the greatest thing in this Project has been the part which urged us so deeply to go to college. When I first got to '43,' I thought that college was only for the rich families and people of high class, and I, myself, live in a very poor neighborhood. I felt I was not for college, but in '43,' the urge and inspiration and everything that we received from the people in the Project, proved to me that I was just as capable of going to college as the son of a movie star. So long as you have good marks and you want to go to college, there is nothing that could stop me."

Gentlemen—especially you who are college

admissions officers—please don't stop our children.

DISCUSSION SUMMARY

In response to questions from the floor the following additional information on the Demonstration Guidance Project and its expansion into the Higher Horizons Program was presented by the author. —EDITOR

Project inspired by neighborhood: The Project at Junior High School 43 was not only the idea of the New York City Board of Education, the National Scholarship Service and Fund for Negro Students, and other supporting groups but an activity that truly emerged from the needs and desires of the people in this deprived neighborhood to provide a better education for their children. No matter how underprivileged, a community does value its children and does wish its children to receive the best possible education. This community force was perhaps the greatest influence upon the New York City Board of Education leading to the establishment of the Project.

Cost per student: It was estimated that the cost of the Project for each student was \$50 a year above the amount normally allocated to each student by the New York City Board of Education.

Experience in high school: When they entered George Washington High School the children from the "Project" were well integrated with other groups within the school. Exposure to different groups was deliberate because if they did go on to college they would have to be assimilated into the majority group and live and work closely with students from various backgrounds. It was also felt that this mixture was an asset to the Project children as well as to the other students at George Washington High School.

Expansion of the Project in New York City: This year the New York City Board of Education is hoping to extend the concept and principles of the Junior High School 43 Project to some 44 additional schools. This extension will be known as the Higher Horizons Program. About 39 of these schools will be elementary schools; the remaining junior high schools. In the elementary schools, work will start with students currently enrolled in the third grade; these children will be "Program" children throughout the remainder of their elementary and junior high school years. Of particular interest is the inclusion of so many elementary schools because the prospects will be even greater for stimulating these children and enriching their cultural and academic experiences by reaching them at an earlier age. The New York City Board of Education has allocated enough money to increase the number of remedial reading and arithmetic teachers and guidance officers in these

schools but the schools are still in great need of funds that may be used for trips, grants-in-aid, and the other activities mentioned in the paper which were so essential to the Project at Junior High School 43. The junior high schools that have been selected are those that will receive students from the Program's elementary schools. In the junior high schools, work will begin with students currently enrolled in the seventh grade.

Expansion of the Project nationally: Discovering and developing the hidden talent among deprived students is not a New York problem but a national problem. The Project 43 experiment can and should be tried in many other areas of the country. The Ford Foundation, by

working closely with a group of school superintendents from major urban areas throughout the country, is attempting to provide information about the Project 43 experiment and to encourage its extension. The National Scholarship Service and Fund for Negro Students through its program, Community Talent Search, is working with smaller cities and towns throughout the country attempting to interest them in projects similar to that conducted in Junior High School 43. The NSSFNS staff is always eager to discuss the Program with communities and to invite school people to visit Program schools in New York City and to see the experiment in action.